

Intent for the Year 8 Geography Curriculum 2020-2021.

KS3 - General. The curriculum aims to provide challenge throughout KS3 with a wide variety of topics taught in 5-6 week units. There is a mixture of local and global themes with some themes. Country/continent studies will embed key themes. There is also a strong cross curricular element for example, rocks and energy part of the Science KS3 curriculum and Russia taught in History.

The school's **international links** are supported through topics on China and Africa.

Global goals are integrated within Geography and will be specifically referenced in lessons.

Character education is regularly referenced - in particular, Geography is all about developing “curiosity” about the world we live in. You need to be determined and **resilient** to be a successful geographer!

We want students to **think like geographers** and have a sense of **curiosity** about the world they live in.

Purpose of study. A high-quality geography education should inspire in pupils a **curiosity** and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

Assessment:

Interleaving: All lessons start with a recap on prior learning and there are regular opportunities given for formative assessment. Summative assessment through KS3 assessment weeks, end of unit tests and Kerboodle assessments. **SMHW** and **Kerboodle** are also used to aid revision before assessments which are based on SMHW and Kerboodle.

Homework: is set regularly (at least once every 2 weeks though SMHW and will often be based around Kerboodle resources or geography in the news.

There are end of unit assessments in addition to assessments in assessment weeks.

Careers - there are lots of practical skills throughout this year that are useful in future careers - for example data analysis, interpreting graphs/maps and other graphical and cartographic sources.

Within urbanisation we will study how jobs have changed over time and there will be links to the types of jobs that will exist in the future.

The fieldwork unit has lots of practical skills that make students employable including the setting up of an investigation, data collection and analysis and evaluation alongside map, GIS and IT skills.

We will make links to specific jobs throughout the year e.g. in conservation, Environment Agency, flood protection and future jobs in sustainable industries.



Term	Topic	Key outcomes	Key terms for this topic.	
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1a	Population	<p>By the end of this unit, most students should be able to:</p> <ul style="list-style-type: none"> ● explain how population and life expectancy has increased, and describe the shape of the graph showing the rise in global population (Unit 2.1) ● name countries that are densely and sparsely populated, and identify factors that affect population distribution (Unit 2.2) ● identify continents with the highest and lowest rates of population growth, and describe what happens to fertility rates as wealth rises (Unit 2.3) ● give three reasons why the UK's population is growing, and suggest why both the birth rate and death rate fell from 1960 onwards (Unit 2.4) ● suggest how a rising global population could create further problems for the planet, and discuss how we can live in a more sustainable way (Unit 2.5) ● state what the world's population is expected to be in 2100, and describe one challenge facing Japan and Ethiopia by 2050 (Unit 2.6). 	<p>Aged population Birth rate Death rate Densely populated Development Emigrant Fertile farmland Fertility rate GNI per person Human geography Hunter-gatherer</p>	<p>Immigrant Industrial Revolution Life expectancy Natural increase or decrease Natural resources Physical geography Population Population density Population distribution Population pyramid Replacement fertility rate Sparsely populated Sustainable Young population</p>
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1b/2a	Coasts	<p>By the end of this unit, most students should be able to:</p> <ul style="list-style-type: none"> • give examples of physical and human processes that shape the coastline (all units) • explain that waves are caused by the wind, and say how its strength, duration and fetch affect them; explain that tides are caused by the pull of the moon (and to a lesser extent, the Sun) on the sea (Unit 4.1) • describe the processes of erosion, transport and deposition by the waves (Units 4.1, 4.2, 4.3) • name, describe and identify the coastal landforms covered in the chapter; explain how they are formed (Units 4.2, 4.3) • give at least six examples of ways we use the coast; and explain why there might be conflict between different types of land use, or activities, at the coast (Units 4.4, 4.5) • explain the reasons for the storm surge in December 2013 (Unit 4.6) • point out the main stretches of coast where erosion is a problem; describe the problems at Happisburgh (Units 4.6, 4.7) • give at least four ways to protect coastal places from erosion (Units 4.7, 4.8) • explain why some places won't be protected in future (Unit 4.8). 	<p>Abrasion Arch Artificial reef Attrition Backwash Beach Beach nourishment Coastal defences Conflict Erosion Fetch Groynes Headland Hydraulic action</p>	<p>Longshore drift Prevailing winds Revetments Rock armour Sea walls Shingle Spit Stack Storm surge Sustainable Swash Tidal range Uprush Wave-cut platform</p>
2a/b	Climate change	<p>By the end of this chapter, most students should be able to:</p> <ul style="list-style-type: none"> • describe how Earth's temperature has changed through history, referring to graphs (Unit 6.1) • describe the factors that influence climate change, and how scientists look for clues about past climates (Unit 6.2) • give four examples of climate change, and say how these are impacting people (Unit 6.3) • use a graph to describe the relationship between global temperature and carbon dioxide since 1880 (Unit 6.4) • identify countries where emissions grew between 2000 and 2017, and those which reduced emissions (Unit 6.5) 	<p>Adapt Atmosphere Carbon dioxide Carbon neutral Climate change Drought Emissions Flood Fossil fuels Global warming Greenhouse gases Hemisphere</p>	<p>Ice sheet Little Ice Age Methane Milankovitch cycles Ocean sediment Orbit Quaternary period Radiometric dating Renewable resource Renewables Sunspots Tree rings</p>

		<ul style="list-style-type: none"> list ways of generating electricity that do not produce carbon dioxide, and prioritise actions to tackle the climate crisis (Unit 6) 	Hydroelectricity Ice age	
2b/3a	Urbanisation	<p>By the end of this unit, most students should be able to:</p> <ul style="list-style-type: none"> identify and explain the Industrial Revolution as the start of urbanisation (Unit 3.1) list the steps Manchester went through as it grew, and explain why the population declined after 1931 (Unit 3.2) explain how new jobs, improved transport links and modern housing have helped to regenerate Manchester, and why its population is now growing (Unit 3.3) describe the pattern of urbanisation around the world, and explain the link between urbanisation and wealth (Unit 3.4) give examples of push and pull factors that draw people to urban areas (Unit 3.5) give examples of things people need in urban areas, and explain why slums are common in lower-income countries (Unit 3.6) explain what conditions are like in the slums in Lagos, and the different approaches to tackling the slum problem (Unit 3.7) identify different ways to make cities more sustainable (Unit 3.8) 	Brownfield site Conurbation Counter-urbanisation De-industrialisation Development Economy Farming Industrialisation Industrial Revolution Industry Infrastructure Megacity	Pull factors Push factors Regeneration Rural area Rural-urban migration Settlement Slums Squatter settlement Suburbs Sustainable Urban area Urban sprawl
3b	GIS and local fieldwork	<p>By the end of this chapter, most students should be able to:</p> <ul style="list-style-type: none"> explain how Doctor Snow used a map to test the hypothesis (idea) for his fieldwork, and why his work was so important (Unit 1.1) explain the difference between a hypothesis and an enquiry question, and give examples of primary and secondary data (Unit 1.2) describe the stages involved in any fieldwork, and identify which sets of data would need to be collected for a particular enquiry (Unit 1.3) complete a fieldwork report, including the analysis, conclusion and evaluation (Unit 1.4) 	Analysis Base map Conclusion Crime hotspot Data Enquiry question Evaluation Field sketch Fieldwork Fieldwork report GIS	Infiltration Insulated Latitude Longitude Physical geography Postcode Primary data Qualitative data Quantitative data Rate Secondary data

		<ul style="list-style-type: none"> • name the four components of GIS, and explain why it is useful to be able to switch layers on and off (Unit 1.5) • use a GIS map and aerial photo to identify crime (Unit 1.6) 	GPS collar Heatmap Human geography Hypothesis	
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Key Aims throughout geography: : We aim to ensure that all pupils:

Develop contextual knowledge of the location of globally significant places – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes and interpret a range of sources of geographical information.

Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features.

They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them.

They should develop greater competence in using geographical knowledge, approaches and concepts and geographical skills.

Locational knowledge: extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.

Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Understand, through the use of detailed place-based exemplars at a variety of scales

Study human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources

Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.

